

The WESTERN SCHOOL JOURNAL

— INCORPORATING —

Forrest, S. H.

April 33

SOURIS

Man.

*A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association*

THE FLOWERS

When Love arose in heart and deed
To wake the world to greater joy,
"What can she give me now?" said Greed,
Who thought to win some costly toy.

He rose, he ran, he stooped, he clutched
And soon, the flowers that Love let fall,
In Greed's hot grasp were frayed and smutched,
And Greed said "Flowers! Can this be all?"

He flung them down and went his way,
He cared no jot for thyme or rose;
But boys and girls came out to play,
And some took these and some took those—

Red, blue and white and green and gold;
And at their touch the dew returned,
And all the bloom a thousandfold—
So red, so ripe, the roses burned.

William Brightly Rands.

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WINNIPEG

The Western School Journal

Volume XXVII.

Number 6

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The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

Vol. XXVII.

WINNIPEG, JUNE, 1932

No. 6

Editorial

A DANGEROUS REMEDY

It is easy enough and common enough for one to single out a wrong in our social and economic life, to trace its origin in part at least, and to suggest a partial remedy. All this is helpful. There are, however, a dozen things wrong and there is an interlocking of origins. There is therefore no remedy that will apply to all cases. This is why speedy solution of world problems, national and community problems, and individual difficulties is impossible.

To illustrate what is meant by the dozen or more things that are said to be wrong, one need only mention unemployment, over-production, poverty, decreased trade, low prices for farm productions, cost of transportation, unequal distribution of wealth, excessive taxation, high tariffs, national hatreds, international misunderstandings; anger of the unemployed and neglected, restlessness of young people who cannot get work and who are without hope, lessened educational opportunity, lowered moral tone. Anyone may add to the list almost indefinitely. There can be no solution of difficulties until all the misfortunes are considered and their origins traced to the disruptive forces that have produced them.

Just now certain forces in Winnipeg, without making a thorough-going analysis of wrongs and their origins, are hinting at a remedy for civic distress. They say that the schools are costing too much, that fads and frills are too much encouraged, that the school year might be shortened by a month and the teachers should naturally lose another ten per cent. of their salaries. This last is the big point in the argument. It is easier to get a sum of money in this way than any other, and it sounds well to say that the course of studies laid out for our grandparents is good enough for us. Any argument is good for a man who has no case.

Whatever lifts pupils from a lower to a higher level, physically, intellectually or morally, is educative. All else is for show. As many agencies co-operate in this uplifting process, the school need not assume responsibility for everything. It would be a mistake for it to attempt this. Nor should all schools

FADS AND FRILLS

It is easy to use the phrase "fads and frills." The reference is to studies and activities that are for show, and that have no practical value. We have a strong impression that what are termed fads and frills are often essentials, and what are thought to be essentials are often of secondary importance.

Whatever lifts pupils from a lower to a higher level, physically, intellectually or morally, is educative. All else is for show. As many agencies co-operate in this uplifting process, the school need not assume responsibility for everything. It would be a mistake for it to attempt this. Nor should all schools

follow the same programme. Even in a city like Winnipeg each school and even each class must within limits plan its own course. **It is the children and not the subjects of study that must be in the centre of the picture.** This is the fundamental truth that is overlooked by those who talk of fads and frills. It is possible to have a good school even if there is no fixed programme of studies to guide it.

Health instruction and practice, physical exercises, plays and games are not fads but essentials. The same can be said of handwork generally and of domestic science. As to other school activities and studies the value depends chiefly upon the spirit in which they are approached. If the result is the acquisition of useful knowledge, that is good, but there is something even better. If the children learn to be independent, to exercise initiative, to co-operate, to lose themselves in joy-getting work, to seek the true, the beautiful and the good, if above all they learn the lesson of living together in a friendly way, exercising the spirit of kindness, truthfulness, and becoming modesty, the school has done its duty. Appreciation of literature, good music,

and beauty in life is more necessary than the prolonged study of vulgar fractions, and of greater practical value even in after life. If some things are to be considered fads and frills, for goodness' sake, name first of all the antiquated book studies that bear no relation to life. The modern school attempts to put life-giving occupations to the front. It recognizes that education comes through motivated doing and not through unintelligent study of printed matter.

Anything that puts a premium on subject-mastery as the supreme end in teaching is to be deplored. Unless the school is a form of life, unless it has a social mission, it is losing its great opportunity. All studies and occupations are fads and frills if they do not lead to life-enrichment for the individual pupils and for the society in which they move. Generally speaking those studies that are decried by newspaper correspondents as fads and frills, mean more for enrichment of life and for social welfare than the instrumental studies which though necessary are of secondary importance. Each age must determine its own essentials.

WHO SHOULD PAY THE COST?

Now as to the second point! It will be granted at once that the bottom of things has fallen out, that along with other cities, Winnipeg must increase its income or reduce its expenditures, or both, if it is to remain solvent. There are two outstanding questions to be settled. Is it the people of to-day or the children of to-morrow that are to pay the price? If the people of to-day then what class of people should be taxed?

A thoughtful parent, even if unmercenary, tries to leave his children a little with which to begin life. If he has not property to bequeath them he wishes at least to send them into the world well equipped mentally and physically. He denies himself for their sake. It is not to the credit of a people

that their children should begin life with a great debt. (In one country the debt to be assumed at birth by each child is said to be about two hundred dollars). Possibly there is no escape from bequeathing our financial responsibility to our children. It may be urged that in our wisdom we are really preparing for them a habitable world. There is no reason, however, for denying to them the privileges of a sound education. We can surely provide for them what our parents in their wisdom provided for us.

If it is wrong to deprive children of their rights, it is unjust and we might almost say cowardly to do it in the way proposed. No doubt it is easier to get \$200,000 in this way than in any other, but that does not justify the action. The

School Board recognizes this in its proposition to the City Council, but even if all the civic employees are included in the cut, that does make matters much better. In times of distress all should assist according to ability, and the first to be taxed should be those who are most largely responsible for our present misfortunes. It is unnecessary to name these. There are combinations with which we are acquainted—promoters, bankers, politicians, editors of newspapers, manufacturers on a large scale, transportation companies, owners of power-rights, manipulators in the stock market, and those who are in the war game for profit. It is impossible to find many teachers in the group and that for two very good reasons.

We say that it is unjust to tax teachers a second ten per cent. until those make a full contribution who in good times, by fair means or foul, were able to lay up treasures. We are not now talking of small tradesmen and professional men whose earnings have been greatly reduced, nor of farmers and producers generally, but of those who have been in control of business and finance since the war, and who, working with like-minded people in other parts of the world, have wrought for us all the present disaster. In an illuminating article by John T. Flynn in the *New Republic*, we find this question: "What part have the banks played in this? How far has indiscriminate bank credit helped Mr. Insull make all this shaky structure possible?" And it is followed by an explanation which anyone may study. According to Mr. McIverney, the London manager of the Royal Bank of Canada, "the average net earnings on capital of the chartered banks of Canada for 1931 amounted to 13.64 per cent." Why then tax small wage earners when those who are investors are making so handsomely? There are men in this city who it is said make thirty per cent. annually on lucky investments in the early days. It is of course impossible for the School Board and the Council to hunt the nests that contain golden eggs of this kind, but it would be well if they had courage

enough to express an opinion. An additional tax on teachers does not get to the root of our economic problem at all. It is simply a temporary expedient.

Teachers will willingly bear their share of the burden that is now weighing us down. They are doing it now all over the province, and we believe will exceed all others in generosity. But they expect fair treatment. Nor will this *Journal* ever plead for teachers who are not doing good and faithful work. Fortunately the teachers of Winnipeg do not require words of commendation. Yet it is not any reduction in salary, however great, that is the chief grievance at the present time.

If factories have to close one month in the year it is to be regretted; if people have to live on two meals a day it is unfortunate; if money lenders have to accept much lower rates of interest it is but just; but if schools are closed unnecessarily it is a crime. Always and ever the child is in the centre of the picture.

The makers of Canada are not only those engaged in business but the good men and better women who have gone into schools to minister to the physical, intellectual and moral necessities of growing youth.

The business men of the world have revolutionized industry without considering the effect on human life. They have made no provision for changed educational methods to meet changed social and economic conditions. The teachers have tried to make the necessary adaptations, and are criticised because they have been sensible and practical. Everybody who studies life and who knows the schools, must be convinced that the crying need to-day is for radical changes in school-room procedure such that individual and social needs may be met. This will mean greater expenditure, but pupils must be fitted more completely for the new world order that is now forming. It is surely time that we gave up the experiment of placing old wine into new bottles. We are living in a changed and changing world.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

A New Price List

The Manitoba Text Book Bureau, which is the Department's branch established at the beginning of the present school term for the distribution of Public and High School Text Books, announces the publication of a new price list early in June.

This price list will comprise not only all the authorized elementary and secondary texts, and Normal school textbooks, but will include also many Teachers' reference books—in fact, every book listed in both the Programme of Studies and the Normal School Calendar, and many others, together with their post paid prices.

It is not possible at this time to announce publication date definitely, but the Bureau is anxious to see every teacher and every Secretary Treasurer provided with a copy before the close of the school term.

A favor will be conferred upon the Book Bureau management, if any Teacher or Secretary Treasurer, not having received a list by June 15th, will correspond with the Book Bureau; and it will be sent promptly.

Address—The Manitoba Text Book Bureau, 146-148 Notre Dame Avenue East, Winnipeg.

Grade IX. and X. Literature

There will be two examinations in Literature of Grade X. One will be the regular paper in Literature based on the work prescribed for Grade IX. The other will be based on the special work

which is prescribed for Grade X. where the Grade X. classes are taught separately from Grade IX. Both papers will be written at the same hour. These are for non-recommended students.

September Supplemental Examinations

The Advisory Board recently passed a regulation whereby students with not more than two conditions to clear their Grade XI. standing will be admitted to the supplemental examinations in September. Applications will not be accepted from other candidates. Examination centres will be established at Winnipeg, Brandon, Portage la Prairie and Dauphin.

Grade VIII. Examinations

Teachers should advise Grade VIII. candidates that enquiries regarding their standing in the examinations should be made to the local inspector.

No supplies will be provided for Entrance Candidates this year. Applicants must furnish their own foolscap.

Instructions concerning the Grade VIII. examinations will be forwarded with the Grade VIII. papers on Monday, June 13th. The examinations will commence on Monday, June 20th at 9.00 a.m. The parcel will be sent by registered mail.

Surprise Subject

There will be no surprise examination for Grades IX. and X. this year.

Regulations

Principals should warn all candidates to read carefully the regulations which have been sent to them with their application forms. The Principals will be expected to read the regulations to the candidates at the commencement of the examination, as in previous years. At the same time, the students have had ample time this year to make themselves familiar with the regulations and it will be well for the Principals to point this out to them. They should also be warned to refer to their time-table daily during the period of examination. There should be no excuse for students stating that they were not aware of the time of the examination.

The Teaching of French

We should like to call attention again to the course which will be given by Miss Brooker at the Summer School this year. There has been a good deal of difficulty with the teaching of French in this Province, and not the least of our difficulties has been due to the fact that teachers have had insufficient training and, for the most part, have been unable to teach by the direct method. Where the direct method has been used it has proved to be a success, and the Department has noticed that children taking French under this system are making excellent progress and enjoy the work.

The Summer School course in The Teaching of French will be given without fee and will afford an opportunity for teachers to improve their methods in this subject. We trust that many teachers will take advantage of this opportunity. The course will be given during July at the Manitoba Agricultural College, under the supervision of Miss Brooker. Teachers should register as soon as possible. Applications should be forwarded to the Secretary, Manitoba Summer School, Legislative Building, Winnipeg.

Teachers' Bureau

Conditions during the past year have been such that the staff of the Teachers' Bureau has been transferred to other branches of the Department. Lists of available teachers will still be kept, and the Bureau records will be available to trustees wishing assistance in the choice of teachers. While the Department will be glad to list teachers, it cannot guarantee or even promise to obtain positions for them.

Grade IX. Correspondence Courses

Rural teachers are requested to remind the Entrance candidates that the Department of Education offers correspondence instruction in the subjects of Grade IX. These courses are intended for students who, for any good reason, are unable to attend a secondary school. Application forms and copies of regulations for enrolment will be ready for distribution on August 1st. Early in August prospective students should write to the Director of Correspondence Instruction, Room 327, Legislative Building, Winnipeg, Manitoba, for full information regarding these courses, so that they may complete their enrolment and secure their texts in time for the re-opening of the rural schools for the fall term.

M.C.C. Scholarship Winners for 1932

Brandon—Evelyn D. Cox.
Dauphin—Mary L. Ferguson.
Manitou—Olive G. Kristinson.
Winnipeg—

The World Wireless Message of the Youth of Wales

Text of the Eleventh Annual Message to be broadcast on Goodwill Day, May 18, 1932.

"With all our hearts we, boys and girls of Wales, greet you the boys and girls of every other country. The world is like a big village now that we have been brought within hearing distance of each other.

"To-day, Goodwill Day, we think of the pioneers of various nations who wrought so great a miracle, of those who first made it possible to send messages across plains, over mountains and beneath the seas, and of those who gave words wings to fly from continent to continent. These were the heroes of faith and vision who helped to make our world a neighborhood.

"Now the air carries music from many lands and voices in every language, and through our radio services nations may be closer friends.

"Let us then, boys and girls, in thought, word and deed, strive with all our might that the messages sent from

our own countries shall always be messages of friendliness and of goodwill."

The Tenth Annual Message—the Nansen Message of 1931—was universally adopted by the pupils in the Elementary and Secondary Schools in Wales and Monmouthshire. Replies reached Wales from many hundreds of schools in no less than 63 countries throughout the world. It is expected that the Eleventh Annual Message in 1932 will reach still larger numbers.

(Communications respecting the World Wireless Message of the Children of Wales should be sent to the Rev. Gwilym Davies, M.A., Welsh League of Nations Union, 10, Museum Place, Cardiff, Great Britain.)

CAN'T YOU TALK

(Holmes)

It is interesting to study reactions of pupils of different ages to the same picture. Some thoughtless adults either take it for granted or expect a child to grasp a point very obvious to them. The naive simplicity of the child in this particular picture amuses the adult but he may try in vain to develop amusement in a Grade I. youngster. To them the picture is delightful from an entirely different point of view. For the collie they substitute the dog at home; the child becomes baby brother or sister; the home setting evokes comparison, perhaps, or it is simply translated as "our back door" or "our front door," depending on resemblance. Then follow a set of "mental movies" as romps and personal incidents are recalled. And the *tactless* teacher (is there such a thing?) with a lesson of her own approving to teach, rouses the child from his own thoughts, plies him with questions and is unsatisfied unless she elicits the answers *she expected*. To hasten the desired result a leading question will be thrown in so that if the idea is not spontaneous in the child, we "pour it in"; at least we think so! Thus

our conceit becomes the only door of escape to an innocent little victim.

What We See.

From students in higher grades you may provoke an answer. From younger pupils you will never discover *all* that they see, so don't expect to. Let them see the picture, contemplate it at leisure on their class room walls. You will have planted a seed. Give it sunshine by your own evident pleasure in looking at the picture; give it air by allowing them to chatter about it; their own emotional natures will supply the other necessary condition of growth.

Do you think it a good idea to pull up the little seed every morning to see how much it has grown since yesterday?

Emotions Felt.

It is not necessary that deliberately on our part, younger pupils be made conscious of their emotions. This picture will provoke a feeling of love for animal pets or rather rouse the feeling already there, though as the title indicates that was not the purpose of the picture. It was painted for adults but children love it from their

own point of view. A ten year old pupil once said to me, "When I was a young thing I used to, etc. . . ." From such development you might expect an understanding of the naive sentiment in "Can't You Talk?"

Picture Composition.

(In advanced grades: see Preface to Advancing in Picture Study).

The attention given to Balance is obvious; we note, too, the pyramidal construction.

The weakest point in this picture is its draughtsmanship. The drawing is

poor; note particularly the incorrect perspective—follow the lines of the tiles!—a few of these lines suggest an indefinite vanishing point or a choice. Two of these are below the line of the tub; yet the ellipse of that object indicates that the vanishing point is much higher. There are mistakes in drawing throughout.

Artist.

Holmes painted only for pleasure; his interest was in content rather than form.

Special Articles

LETTERS OF APPLICATION

(By Miss M. M. Pearman, Winnipeg)

Although opinions may differ as to the amount of help which the school may give students in their preparation for life, there are certain points on which the teacher as an educated person, is in a position to give assistance that is not only thoroughly practical, but also essential for the immature student. Letter-writing of all kinds is likely to be valuable, but the ability to write a good letter of application may change the whole course of a student's life. Even in these days, when the telephone is so widely used, the majority of applications for situations of all kinds, have to be made in writing in the first instance. In some cases, the prospective employer may not require, or expect, a letter which gives proof of a good education, but he will not bother to consider the application if essential information is not given in the first letter. At a time when competition is so keen, every student should realize the importance of making a good impression, from the start, when applying for a situation.

The essentials of good letter-writing must be taught gradually. The student should first grasp the importance of

good spacing and careful attention to mechanical details. The habit of consulting a good dictionary whenever he is doubtful about the spelling, or exact meaning, of a word is one well worth cultivating. Until mechanical details are satisfactory it is wise to omit the study of business letters altogether, as there is much more freedom of expression in the friendly letter describing events in which the student is interested.

The simplest form of business letter is perhaps an order sent to the mail order department of some large store. Attention must be paid to the method of beginning and ending such letters, and constant practice must be given for this. In order to lighten the burden of corrections the letters may be checked for beginnings and endings and then subjected to the acid test of whether essential information has been given or not. If the letters are divided into two groups—those that would be answered by the speedy delivery of the goods, and those that have omitted essential information, the students will usually take a great interest in finding out what points they have omitted.

Some may have forgotten to give the address, others have given no size for goods ordered, colour may have been overlooked by others, direct catalogue references are often omitted even when there are several qualities listed. Arrangements about payment and instructions for delivery must be definite if delay is to be avoided. Once the habit of including essentials has been cultivated, business letters of all kinds may be attempted, provided that the importance of definite statements and concise language is always emphasized.

Towards the end of the school year, every class, in which there are students likely to be leaving school, should be given definite instruction upon that very important type of business letter, the letter of application. If the previous training in letter-writing has been thorough, very little time need be given to mechanics or formal beginnings and endings, which are of course important. All the attention can then be concentrated on the type of material needed for such letters. First of all, clear reference must be made to the situation for which the application is being made, as large business firms often advertise more than one vacancy at the same time. A student leaving school must give full particulars of his education, mentioning the course taken and the exact standing, and referring to any subject studied which may be of particular importance in connection with the situation advertised. Students who are still in school have often gained a little experience working after school hours or during vacations. If this experience is likely to be of use to them it should always be mentioned. The student should mention his age and any special qualification, such as excellent health or a hobby directly connected

with the work advertised. On the other hand allusions to poor health always give a bad impression, so they should be omitted. If it would really be a handicap, the student should not apply for the situation, if poor health is temporary he should take immediate steps to improve it, and thus fit himself for the work he desires to take up. In order to save waste of time, the applicant should state when he could start the work, if appointed, and he should give at least two names of people to whom reference may be made. It is wise to warn all students that no person's name should ever be given as a reference unless he has previously given permission for his name to be used. For students leaving school, the most important name for reference is, undoubtedly, that of the Principal of his school. In addition to the Principal's name it is usual to give the name of a minister of religion, doctor or club leader who knows the applicant really well. If the student has already been employed the name of the employer should also be given. Addresses and telephone numbers should always be given with the names of these people.

Once the essential information has been given, all unnecessary words should be omitted. It is useless to assure the employer that the applicant is specially suitable, as he will draw his own conclusions from the evidence before him. Care should be taken over the wording of the letter which should be courteous without being servile, and convincing without being dictatorial. Teachers who succeed in teaching their students how to write a good letter of application have, at least, provided them with a means of approach to any employment they may desire to take up in order to earn their daily bread.

A FRIENDLY LETTER

Dauphin, Man.,
April 28th, 1932.

Dear Olive,

A motor trip to the city that I had is what I want to tell you about. One

fine morning I woke up to find everything in a bustle. My sisters, Father and Mother were very busy packing up all kinds of food and some clothing. I hurried and dressed for I knew there

was something interesting going to happen. I soon learned that we were to have a motor trip to the city. My brother, Philip, was getting the car ready for the trip to the city of Winnipeg. We then packed in the things we wanted to take and jumped in ourselves.

We were soon buzzing down the road at top speed. I asked Father to slow down a little so that we might see everything. We saw a big flock of sheep grazing on the green meadow. We were all interested in this and did not notice a quick turn in the road where there was a deep ditch on both sides. Suddenly, bump, bump, and splash, and we found ourselves in a big ditch of water. We all managed to get out safely and rescued our bundles as quickly as we could so they wouldn't get wet. My Father and Brother tied a rope to the wheels of the car and managed to turn it upright. We then were able to get the car out of the ditch by starting the car and letting it help us as we were pulling on the rope. We then changed our clothes

and were again ready to go on our journey.

After this accident, we decided to keep a watch for quick turns in the road although we still watched the scenery.

We soon saw the city in the distance and then we were all very excited because it was the first trip for us. The road was good so we made the car go as fast as it could. We looked out and everything was whizzing by so fast that we could not see anything. Suddenly there was a bang and we were sent in every direction. A car had hit the back of our car. It had knocked our car so that we were unable to go the rest of the way to the city in it. As the other man's car was not hurt he took us all the rest of the journey.

We had a very enjoyable time at our friends in the city and reached home in the bus without further accident.

Your friend,

Mary.

(The above is a copy of a letter written by Mary Mansfield to Olive Organ. She is a child in Grade V. of the Paulson School.)

Elementary

Summer Shower

The Sun said to the Roses:
 "You are very, very dry.
 You are looking rather faded, too
 And I know why.
 You want a Cloud to come
 And sprinkle you with rain.
 I will send one in a little while,
 And then I'll shine again."

The Cloud came sailing over
 Like a little snowy ship,
 And it sprinkled silver water
 With a drip, drip, drip.
 And when the Sun returned.
 He was very pleased to find
 All the Roses wearing diamonds
 The Cloud had left behind.

—Rodney Bennet.

Dandelion Clock

Dandelion, what's the time?

Blow away—one!

See the little baby seeds,

Half of them are gone.

Dandelion, what's the time?

Blow away—two!

Scarcely any baby seeds

Clinging now to you.

Dandelion, what's the time?

Blow away—three!

See the last one fly away

Gently as can be.

Spread their fluffy parasols,

Lightly float away:

P'raps next summer they will be

Dandelions gay.

L. Cole.

How about another "Bird Day?" We hear it worked well last year. In addition to poems, and stories in June copy of "Western School Journal" 1931 we suggest some others that may be appreciated.

Oriole

Baltimore oriole, pretty thing,
Builds his nest of bits of string,
He's sociable and likes to stay
Where people live and children play.

Nightingale

Said the Nightingale, "It's not my way
To practice singing in the day,
But wait till all the rest are through,
And I will gladly sing to you."

Cat Bird

Cat bird is good at imitations,
He mimics all his small relations,
And, safely perched upon a bough,
He imitates the cat's "Me-ow."

Woodpecker

Rap-a-tap, tap the woodpecker goes,
What he is looking for, everyone knows.
Rap-a-tap, tap all through the day,
Like a good workman, he hammers
away.

Bluejay

Oh, blue jay up in the maple tree,
Shaking your throat with such bursts
of glee,
How did you happen to be so blue?
Did you steal a bit of the sky for your
crest?
And fasten blue violets into your
breast?
Tell me, I pray you, tell me true.

Robin

The sweetest sound of the whole year
'round,
'Tis the first robin of the spring—
The song of the full orchard choir
Is not so fine a thing.

—E. Stedman.

Owl

In the hollow tree, in the old gray
tower,
The spectral owl doth dwell;
Other birds wish he'd go away
But he says "No, I've come to stay."

Humming Bird

Humming bird the dainty thing,
Has no voice and cannot sing;

He lives daintily and sips
Honey from the flower's lips.

—Selected.

Kingfisher

My name is King-fisher with collar so
white,
I'm busy with fishing from morning till
night.
I sit on a tree that hangs o'er a river,
And dive like a flash when a fish makes
a quiver.
My nest is a hole in the sand bank close
by.
And fish for my young, I must always
supply.
I scold and I chatter from sheer delight;
But when I am seen, fish dive out of
sight.

—Burnam King.

Trees to Let

I've pleasant rooms to rent, you've
heard?

Well, step inside, dear Mr. Bird;
I'll take you up and let you see
The rooms in my apartment tree;

And, Mrs. Bird, does this please you?
I think you'll find no better view
Around, nor any rooms so high—
Such windows facing on the sky!

You'll take the rooms at once, you
say?

Well, Mr. Bird, how will you pay?
"A hundred little songs a day!"

And so my tree is rented now;
A nest is swinging from each bough;
And I grow richer listening
To all the songs my tenants sing.

—Annette Wynne.

Other Well-Known Poems

The Blue Bird, A Birdie With a Yellow Bill, Nest Eggs, Wrens and Robins, Sun-Loving Swallow, Who Stole the Bird's Nest? How the Robins Build Their Nests.

Birds of Western Canada

By sending six cents to the City Circulation Dept. of The Free Press, Winnipeg, one can obtain large charts of Birds of Western Canada that are very attractive and suitable for school use.

The School Visitor

The Hillside School had begun its autumn term. There was a new teacher—a young lady with a bright face and pleasant voice.

"Now children," said the teacher one day, "I think the school visitor may be here to-morrow or the next day." The children all promised to behave well. They did not like to hear that the visitor was coming. He was very tall, very grave, and very strict; and they were afraid of him.

The next day this tall, stern gentleman said to himself: "I will visit the Hillside School to-day.

He went to the door; the wind was sharp and chilly, so he turned back and said: "Wife, can you tell me where my overcoat is?"

"Yes, it hangs in the stable loft; it has been there all summer," she replied.

Dr. Bray put on his coat and walked to the school-house.

Teacher placed a chair for him on the platform. Just as he asked the arithmetic class a puzzling question one of the girls at the desk gave a little scream. All the others nestled and fidgeted, looking as if they would like to scream too.

The visitor turned and looked at them very sternly indeed. The teacher touched her bell, and shook her head at them.

"Please teacher," squeaked one little voice, "it's a mouse!"

"I hope we may have order in the schoolroom now," said Dr. Bray, in his

deepest tone; and then he gave out his question once more.

Pop! another mouse! This one ran over to the boy's side, and two or three of the boys saw where it came from. They nudged each other and clapped their hands over their mouths to keep from laughing aloud.

The teacher touched her bell again and called "Silence!" She felt very much disturbed that her boys and girls should act so. But, as she glanced toward the visitor to see how he took it, she was obliged to smile to herself; for a third mouse jumped out of his pocket and scampered away.

The boys laughed aloud now, and the girls were all in confusion.

Dr. Bray arose from his chair, prepared to say something very severe indeed. To do this properly, he put his hands in his pockets and out jumped the last poor frightened little mouse.

The doctor's overcoat had hung so long in the loft that a mother mouse had made her snug nest in one of the pockets, and now her little ones had all come to school with the visitor.

The visitor had a broad smile on his own face now. "I really must beg pardon," he said, "for bringing a pocketful of mice to school."

The teacher gave a ten minutes' recess, and it was a very merry one. Then the scholars came to order and behaved very well indeed; but they did not feel as much afraid of Dr. Bray after that visit.

—Great Thoughts.

Our Project Club

We have received from Mulvihill School three beautiful projects, one from the junior grades—Seatwork. This is ideal. The drawings are particularly creditable. They give evidence of creative ability.

The second project is a "Journey to Switzerland." This is prepared by Selmo Elo of grade six. On opening the book one would think he was looking through a National Geographic, al-

though the reading matter is more attractive because it is suited to children.

Then there is a project on "China" by the pupils of grades four and five. This is a very fine co-operative project. The art work and the reading matter are equally interesting. Among the topics discussed are Chinese homes, Chinese dress, Chinese food, Chinese duck farms. Children in city schools will have to look up to get books equal to these.



DEPARTMENT OF THE
Manitoba Educational Association

H. J. RUSSELL, A.C.I.S., Secretary
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 President

SOME PRACTICAL HINTS BY AN OLD-FASHIONED TEACHER

(An M.E.A. Address by Mrs. E. M. Flett, Winnipegosis)

Blackboards bound my little kingdom,
 North, South, East—and windows
 West,
 No gold crown I seek—or sceptre—
 List to what I love the best.

Grubby fingers, grasping pencils,
 Downbent heads of black and brown,
 Roguish eyes, that sparkle mischief—
 Foreheads puckered in a frown.

Pages rustling, rulers dropping,
 Feet that never can stay still,
 Busy brains, the lessons conning,
 Working questions with a will.

Grimy faces, tattered garments,
 Clothes fresh washed, and faces clean,
 Hearts unselfish, greedy, loving,
 Children sunny, children mean.

Pole, Ruthenian, Slav and Russian,
 Greek, Italian, French and Jew,
 Yankee, English, Swiss and Chinese,
 Welsh, Dane, Scot and Irish too.

Here's my kingdom, loyal and happy
 Where I rule five days a week;
 Seeing minds like flowers unfolding
 Is far more than gold to seek.

Children—widely differing in appearance—in extraction—in temperament—in character—in intelligence, but **all** belonging to our kingdom—all to be trained to play the game of life—to “Play up, play up and play the game.”

Such is our task—no easy one but one of consuming interest.

Highly trained in our up-to-date training colleges—well versed in psychology, logic, school management, etc.,

and instilled with the highest ideals, nevertheless we are confronted with a hundred and one practical problems when theory has to give place to practice.

Looking back on a wide experience, I have done my best to pick out those hints, that I have found most helpful, and am passing them on, in the sincere hope, that they may be (at least) of some little assistance to you.

Beginning with my training college days I shall now pass on to you the two hints that I have put into practice most during the many intervening years. I should like to pass those on because, though simple and given casually with no idea of their helpfulness—again and again they have occurred to me proving of no little assistance.

Having passed my pupil teacher days with a principal of the type that is known by other nationalities as a Scotch driver (quite different from the old Scotch Dominie)—I had written in Notes of Lessons—“Make the pupils do so and so.” The white haired and venerable principal of the college looked up and said

“Never forget that willing obedience is worth twice unwilling obedience. How often that truth has come to my assistance in difficult situations, keeping me from making the grave mistake of insisting on blind obedience and so running the risk of antagonizing the child! I have taught ten years in a slum school, in the dock district of a great city and it has been my experience that often the most difficult children to manage (when taken the right way) turn out the most loyal pupils. I know

of a teacher, who on the occasion of her marriage, received a gift with an enclosed note "from one of your most troublesome pupils." Many a child's soul has been seared by biting criticism (sarcasm) and the pupil's nature warped. A good guide is to ask "How would I like that child treated if it were mine?"

The other hint from Training College days (that I have found of great practical use) was an adverse criticism from a teacher in the practising school—I was apt to talk too much when teaching.

I have again and again proved how true it is that we must guard against this. Doing the work ourselves instead of training our pupils to be self-reliant. This is one of our most difficult tasks in the lower grades to train our young pupils to delight in learning from books by themselves.

However, I think silent reading is working wonders along this line.

Apt to Talk too Much

I soon began to find I could talk—talk and talk—teach and teach—explain and over-explain and get nowhere.

How could this difficulty be overcome?

I found my teaching much more effectual when I stopped talking so much and followed lessons by short pithy tests, sometimes very short—one word answers on slips of papers.

I found those tests served a two-fold purpose. They helped my pupils and they certainly were of the greatest assistance to me.

They were thoroughly enjoyed—a sure proof of a good method. Knowing that the work was sure to be followed by a test, the pupils gave themselves to the work with a greater zest, listening so much more attentively and reading so much more carefully and intelligently.

Then these tests revealed to me just where the listeners or readers had failed to understand, and also disclosed certain definite weaknesses that could be corrected by specific drill.

Without those tests those weaknesses would never have been discovered and therefore could never have been overcome.

Having found those mistakes let us be determined by painstaking, persistent effort to eradicate them and not to be satisfied till we have.

Sometimes at the end of the school day I feel that I have tried to do so much that I have accomplished nothing. I have found "Hasten slowly" is a good maxim in the school room.

Do not try to eradicate all the mistakes in one day—go at one.

I hadn't been at my first school very long before I discovered that my troubles were not confined solely to the school room.

It was a beautiful Saturday afternoon—beautiful—I was young, happy and gay.

Walking along, whom should I meet but a member of the Trustee Board also out walking. He had been dubbed by the nickname of "Thistly," because he partook of the nature of the national emblem even more than the ordinary unspeakable Scot. He stopped me. His face was grave, and, shaking his head from side to side, he asked me if it were true that I rode my bicycle on the Sabbath Day? I told him it was—as I used to go home for the week-ends returning on Sunday. He then warned me I was showing the young men of the town a very bad example.

I had never known before that I was such an influential and important person.

Really, teachers are the most long-suffering people. However, it is perhaps wise to adopt an attitude of determined friendship, and a gift of humor a teacher must have—it is a saving grace.

Some of you have taught one year, some two, some ten or even longer. After your experience, how would you answer this momentous question:

On what does the success of a teacher primarily depend?

On personality. In a much larger degree than we dream of. Yet you will

agree with me when I say a teacher may have the most pleasing and striking personality and yet fail.

On "Pep." No, pep may be misdirected and a teacher may be energetic to fussiness. I remember teaching in a school with a teacher of such strong individuality that his pupils had his very manner (not to say mannerisms), as if they were all stamped after his pattern. Surely it is better for our pupils to develop into themselves.

Originality of ideas and methods is much needed in the world of to-day and we must aim at making our pupils think for themselves along their own lines.

On what then does success primarily depend? The longer I teach the more convinced I am that our success depends on something from within rather than on something from without—on Spirit rather than on intellect.

What is this subtle something without which success is impossible, which always sets the child in the midst thereof and makes all else subservient to it?

I call this subtle something, love, for I know no other name large enough by which to designate it.

It unites the teacher to the taught in a relationship somewhat resembling that of parent and child.

It gives to the teacher the understanding heart, the wide sympathy and that wonderful indefinable gift of being able to put herself into the child's place and of being able to see everything, even the least important happenings of the day, from the child's point of view. It seems to give the teacher a wonderful instinct. And it gives to the child that perfect confidence and trust which leads to the responsiveness and co-operation which ensures success.

This bond turns the teacher's task into a pleasure—without this the machine will be constantly going wrong.

I have enlarged on this because after years of practice I believe all else depends on it.

My finding has been, all the work of the school room depends on the tone

and tone depends on the bond between teacher and taught.

My practical hint is let us always do our best to see everything from the child's viewpoint.

We are (at least I know I am) too apt to pick holes in our pupils when often we should criticise ourselves. It is only possible to get the best out of them by thinking the best of them. We may deceive ourselves, and we may deceive grown ups—but children never. I sometimes think they can even read our thoughts. Haven't you found it so?

They are more sensitive than we dream of and so easily made to withdraw into their shells and are so inclined to feel that we are not one of them (in fact we all have to be Peter Pans and refuse to grow up) and that we assume a superiority.

To illustrate this point of a teacher's influence being rendered more or less futile by the impression she gave the children of considering herself in a plane above them, I shall tell a little anecdote of what happened in a slum school in the dock district of London.

During the absence of one of the staff a supply teacher was sent down by the office. She addressed the Grade VI. and VII. pupils by their surnames. These girls, who were of course very sensitive, felt hurt by being so addressed—it was cold and unfriendly they thought.

When putting on their hats to go home at noon, one was heard to remark in Cockney parlance, with a sniff, "Who does she think she is? My mother has handles to her saucepans as well as she has."

I remember another amusing incident at this school. I sent home a report paper—attached was a perforated slip for the parent's signature—with these words printed on it: "I beg to acknowledge your report."

She brought it back with "beg" neatly crossed out three times in red ink and came up to me saying so apologetically "Father doesn't think it should be beg because we pay for it in the rates and taxes."

But I mustn't take up your time with anecdotes.

Having taught for many years in three different countries and in widely differing schools I have come to the conclusion that children all the world over may be broadly divided into two classes. Children of clay, and children of fire. It is with the teaching of the former type that most of our difficulties occur.

The Children of Clay. I subdivide into the mentally deficient and the dull child.

How we are to deal with mentally deficient children in our rooms is to me the most pressing of all our problems.

The question is how are **we** to deal with them **now** in our school rooms—for alas! there they are.

The time is coming, I hope, and believe is not far distant, when they will be taken care of by highly efficient, especially trained teachers.

At present these poor afflicted ones dull of eye, vacant of expression, peculiar of gait are standing with hands outstretched to the State, beseeching "Come and help us before it is too late." Alas, if the little spark of intelligence they have is not kept fanned it will soon flicker and die out.

They seem to say: "You help the physically blind, our plight is unspeakably worse."

I saw lately in the "Literary Digest" of a lad being condemned to a life term of imprisonment. As the paper pointed out, the state was taking charge of that boy at the wrong time.

The question for us is how are we to deal with them until the State takes charge of them?

Experience showed me one way I could be of some little help to them. Such a girl came under my care in a middle class school in the suburbs of London. She was a most pitiful specimen of humanity. Her case would have touched the heart of the most apathetic.

Of all the incidents in my school career, perhaps with the exception of the experience of an air-raid, this inci-

dent has left the most lasting impression on me. It is indelibly stamped on my memory.

Finding it impossible to interest her in the subjects of the school curriculum I, in despair, determined to try to teach her how to crochet a piece of lace.

The metamorphosis! It is not going too far to say that the whole expression of that girl's face was altered. She looked and, I believe, felt a different girl. She had experienced a great joy—the joy of accomplishment. A great joy indeed is that wonderful joy of accomplishment. The creating of that lace, the fruit of her own labors, had given her some little belief in her own powers—some self-respect.

So the only hint—practical hint—I can offer along this line: Keep the mentally deficient child busy at something that makes it happy and interested, often making something useful. It is like knocking our heads against a brick wall to try to get them to understand the climatic conditions of some country, or to solve even a simple problem in arithmetic, or to distinguish between practice the noun, and practise the verb. Of course we must make sure that they are really unable to do the ordinary work. Here the district nurse is of great use.

The dull child comes under quite a different category, and great trouble must be taken to distinguish between the two types as I said before.

For many years I used to think those children are dull. They have been born like that. I've just to make the best of a bad job. But later I discovered I was completely wrong.

I found that very often—more often than not—the apparent dullness and apathy were the result of some underlying cause, which if once discovered and removed, won half the battle. Often the dullness was caused by some physical defect such as defective sight and hearing or the cause might be some temperamental one—supersensitiveness—morbid shyness (dread of making mistakes)—inferiority complex, or

again some accident in their past history causing great nervous shock.

In Winnipegosis I had a boy I couldn't understand. I found he had fallen into a well when a child. After this fact came to my knowledge I understood him better and he made more progress.

I remember so well one afternoon, in London, taking notice of a girl that was particularly apathetic and unresponsive. I found her father was a professional "knocker-up," that is, a man who is paid by a certain number of men to go round and knock them up in the mornings (a real live alarm clock). He was away and she had gone the rounds that morning with her mother and had been up at an extremely early hour—hence the apathy.

How little we sometimes know of the lives of our pupils.

Two other causes I had almost forgotten to mention: Improper feeding (not always mal-nutrition but also over-eating) and then want of sleep.

The district nurse and the Parents' and Teachers' Association are a great help at arriving at possible causes, and by co-operation often much can be done to assist backward ones.

However we have to face the fact there are those who are naturally slow to learn. It is in dealing with those pupils that we devise our most original and successful methods and become expert teachers.

Moreover those are the pupils who never, never forget the teachers who have helped them out of the quagmire of despair, helping them to understand so painstakingly and with such untiring patience and resourcefulness.

Never Despair

Again and again, and yet again, when I have been about to give up in despair, the pupil has rounded the corner—has understood and has been able to perform. Then we rejoice together—both experience the joy of accomplishment.

The teacher and taught are now knit together by a very strong bond—the pupil has such confidence and gratitude that he puts out further effort until he

very often catches up and outstrips the more gifted.

School used to be such a dull place, the work so uninteresting, the day so long and dreary, but now all that is changed.

If the Effort be too Great Method Probably Wrong

There is only one other hint I should like to impress, because I have found it so helpful.

When we fail or the children fail, let us try to diagnose the case—keep probing until the underlying cause is discovered. We work too hard and spend too little time diagnosing.

Just to illustrate this. When first I came to this country I tried so hard to bake bread but failed every time (my bread being more like brickbats than bread).

Why this failure after so much effort? Because I was trying the wrong way.

Why now success sure and certain with half the effort? Because I understand the underlying principles and follow the correct method.

I remember teaching calico patching to a large class with only fair results. Talking shop with a friend, she said gaily "I'll show you a wrinkle, and in less than half an hour she showed me a method by which I was sure of success with half the effort.

In my school days I used to fail in spelling all the time. (I often think our schools lay more stress on spelling than on ideas, which is like valuing clothes more highly than the person they clothe). I failed because I was vainly trying to memorize strings of letters—the letters were meaningless to me.

Had I followed, or rather had my teacher followed, the method laid down by our curriculum, what a lot of needless shaking and shivering I would have been saved.

In this paper on practical hints I have not given any methods because I do not think we could have a better guide as to method than our own curriculum. In that book many excellent methods have been gone into in detail; the only pity is, it leaves us crying for

the moon, giving us the vision without the means of arriving there because, alas! so many of these methods we cannot put into practice owing to large classes, want of time, equipment, etc.

All the time the school work is being done and "we are seeing minds like flowers unfolding," a still greater work is going on silently and unobtrusively—characters are in the making—and after all it is character that counts in the game of life.

Our pupils are the citizens of the future and we are turning out pupils who take a pride in their work, or pupils who are satisfied with their second best.

Pupils who use their own judgment, or pupils who are ready to accept whatever they are told as truth and who will vote Liberal, Conservative, or Labour, just as they are canvassed.

Pupils of grit and determination, capable of hard and strenuous work, or pupils who are ready to give up at the first difficulty.

In one of Boreham's books I read lately of an Australian boy who had written his name on the wall of the schoolroom. The teacher told this pupil he was going to leave it there because he felt sure he told the boy, that he was going to distinguish himself—and he did. Thus the teacher sowed a seed that brought forth fruit.

Spelling

Say the word once distinctly—in formation. Then repeat syllable by syllable, spelling each syllable after saying it. Marking spelling there is a right and a wrong way. Separator. (Cross through where wrong). After written composition make a list of spelling mistakes and drill on those. Those are the words belonging to the children's own vocabulary and it is well that they should be able to spell them correctly.

Make lists of words ending in ar, er, or, lain, cious, cian, etc.; include those in their readers where possible. As it says in our curriculum, "eternal vigilance is the price of success." Spelling mistakes ought to be marked out in all

exercises, such as problems in Arithmetic, etc. Constant practice given in words like receive, believe, business, niece, Britain.

Reading

All the school work depends on fluent, intelligent reading.

I have in one of my present classes a number of fluent readers and their appetite for reading is insatiable. They try in every possible way to obtain books.

They were trained in the Primary Room by a young teacher who received her training in a training college in this city. She gave me an insight into the teaching of this subject, though I had taught more years than she had lived. One thing, she went in for Silent Reading a great deal.

We cannot force reading on our pupils. Most pupils love to read when they find something that interests them. I use my school library a great deal, allowing the pupils to take the books home. Try to know something about those books so that you can assist the pupil in the choice. Different books appeal to different pupils. If you know the story, speak of the characters in "Little Women." Do you like Jo? What do you like about her, etc.?

I keep a Silent Reading Note Book with questions prepared. I find the pupils are most interested in this. Who can answer Question 10 or 11? etc.

I give Silent Reading first, and then afterwards they read the lesson orally. Note how much more fluently and intelligently they read.

My firm belief is that a new set of readers suitable for Silent Reading will make the teaching of this subject so much easier. I do not know what you think of it but I am convinced that on the teaching of Silent Reading depends a great deal of the work of the whole school. It is our duty as teachers to stamp out the pernicious habit of reading without understanding—that habit once formed is hard to combat.

Arithmetic

Teaching in Manitoba more than ten years ago I was taking short division

with a backward group when to my amazement a girl interrupted "Oh! now I can do it, I understand it." It was so spontaneous. I always delight in anything like that. It is so different to the kind of schools we were brought up in—"We were sair hadden down," fed on oatmeal porridge and the shorter catechism. I remember another time a boy was copying something from the blackboard when a boy called out "Please Mrs. Flett your head's in the road." I entered into the spirit and called back "Come and take it off, George."

I have found this method helpful in teaching short division:

0	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28

Notation 2,006

2,060

2,600

Teach tables thus from notation:

Tom	Dick	Harry
2	2	2
	20	100
Tons	cwts.	lbs.
		ozs.

Always begin with the 0 in tables. Problems:

Do not read headline.
Mental

Asks you find out something.

Tells you something.

My paper is almost finished and I have not yet dealt with the worst problem we have to face. What is it? How to deal with the child who is morally insane, or the child wanting in moral sense. I think such a boy should be removed from the ordinary school. We remove cases of scarlet fever and diphtheria and this kind of disease is also contagious.

During Education Week in West Ham a very distinguished Church of England clergyman was addressing a very large body of teachers. He put our profession on a very high plane. His advice to us on this score was to pray for such pupils, and I dare not let this opportunity go by without passing this on.

To sum up my practical hints in case someone may have lost them in the maze:

1. Let us go back determined to win our pupils' hearts. On the bond between teacher and taught all else depends. Expect great things of our pupils and they will live up to our expectations.

2. Teach less—test more. Test to find weaknesses—work at those and hasten slowly.

3. Try to co-operate as far as possible with parents and trustee boards, always putting the welfare of the child first.

4. In dealing with mentally deficient children try to keep those pupils busy and happy making something useful.

5. When a child is dull try to find the cause and by co-operation with parent, nurse and doctor have the cause removed.

6. If any pupil finds difficulty with some subject—try to find the cause and so surmount the difficulty. In nine cases out of ten the pupil has failed either from want of interest or because he is trying the wrong way.

Now having finished my paper (it was written with the thought of the younger teachers in our ranks) before sitting down I wish them all true success in the great and noble task they have chosen as their life's work.

It is indeed well worth our best and most self-sacrificing effort.

Children's Page

The Kingfisher

It was the Rainbow gave thee birth,
And left thee all her lovely hues;
And, as her mother's name was Tears,
So runs it in thy blood to choose
For haunts the lonely pools, and keep
In company with trees that weep.

Go you, and with such glorious hues
Live with proud Peacocks in green parks;
On lawns as smooth as shining glass,
Let every feather show its mark;
Get thee on boughs and clap thy wings
Before the windows of proud kings.

Nay, lovely Bird, thou art not vain;
Thou hast no proud ambitious mind;
I also love a quiet place
That's green, away from all mankind;
A lonely pool, and let a tree
Sigh with her bosom over me.

—W. H. Davies.

The buds are on the alder
And the duck is on the wing,
While the jay shouts from the slashing
That he hears the voice of spring.

There's a dainty woodland fragrance,
Down the pasture, up the hill,
Where gophers chatter as they play
Too happy to keep still.

And old as Earth's old forest,
And young as Earth's young bird,
On mountain, vale and clearing,
The voice of spring is heard.

—Ernest P. Fewster.

EDITOR'S CHAT

Dear Boys and Girls:

Strange as it may seem holidays are knocking at the door. We can't believe that the end of school days has come again, the real end for many of us, and a holiday-end for others. How quickly the year flies by—Autumn, Winter,

Spring (maybe) and then its Holidays. For two months there will be no more desks, no more books, no more lessons, no more staying in, (but of course none of the readers of the Children's Page ever do that!) no more school games, or field days, or loitering home; no more

jolly lunch hours. And what are we going to do with all this time? We can't sleep it away, and who wants to? Outside the birds are calling, the dog barks impatiently, the chickens want to be fed, and the horses neigh to be ridden. Perhaps the cow turns her slow old head watching for you to appear with the pail and the milking stool. If you live in town there is the garden, longing for a cool sprinkling before the sun gets overhead, the dog wants a run, the next door boys and girls have a baseball game out in the vacant lot, mother needs an errand run, there are a dozen things. And then come days when picnic baskets are packed, horns honk at the gate, and we're off to the woods, the lake, the river, to fish, to skip stones, to climb trees, to play games; to swim, to paddle, to dive; perhaps the tennis court is handy, and we can play in the mornings, or we have ambitions to become great golfers. Perhaps we have a chance to camp or travel or hike, or motor. Something of some of these things we will do in these two months, and remember that there are such a lot of things that you want to know after the holidays are over. Wouldn't it be worth while if we studied the birds we met in the country round, and could distinguish them by

song or color or both? Wouldn't it be something to have caught fish and learned how to prepare them and cook them ourselves? Wouldn't it be something to know how to put up a tent, build a camp fire, cook an outdoor meal, and above all wouldn't it be more than worth while to learn how to swim, and how to save the lives of those who don't swim, and how to revive someone who has been in the water too long? Your holiday would be worth while if you had saved one forest tree, if you had helped to grow one lovely flower, if you had saved one bird's nest full of eggs from destruction. Holidays are never meant to be times of doing nothing, they are meant to be times crammed full to overflowing of the things that we want to do, that we cannot do ordinarily, and that we need to do to make our place in the world worth while. Holidays are rich, wonderful days, see if you can't fill them with learning from the Book of Nature, and the Book of People, so that when School Days come again, you will go back to printed books with so much knowledge in your minds and hearts that the printed learning will be much easier and happier for you. Happy Holidays to you everyone.

THE VEGETABLE SHEEP

(A story from a New Zealand sheep ranch that is quite true, and will interest you all). Taken from the Victoria League Monthly.

Tom Goodwin arrived at the Broadwood Station in New Zealand in the middle of the sheep shearing. He came straight from Lincolnshire, where the biggest hill was about as high as a hen's egg, so that the first sight of the mountains excited him greatly. He had been driven from the railway in a buggy, and as the grey, stony heights drew closer and closer he could not help questioning the driver, who was a taciturn person, about these tremendous heights, and he was thrilled to learn that the sheep ran upon them and that he would be expected to climb them and spend hours

upon them in the course of his ordinary day's work. And he almost forgot the terrific hot, dusty wind which made things so uncomfortable as they drove slowly, in its very teeth, to the foot of the Alps. All was bustle, confusion, heat and a vast tumult of baa-ing when he arrived, and the boss, like everybody else, was too busy to pay any attention to Tom. So he hung about the yards until somebody who seemed to be in authority told him to take a hand and make himself useful, which he did by getting behind a mob of reluctant sheep and urging them forward by shouting

and beating the ground with the head of a cabbage-tree, as he saw another young man do. He thus became exceedingly thirsty, and was only too glad to join in the swilling of tea when the cry, "Tea-oh!" brought all the work to a temporary standstill. At five the work abruptly ceased, and Tom was able to have a talk with the boss, who seemed very kind if a little rough. He was still greatly excited about the mountains and began to ask about them. The boss turned to them and looked up before answering. "Hullo!" he said suddenly, "look, Jock, you've left some sheep on the spur," and he pointed to a group of whitish objects very high up on the grey shingly slope above the tussocks. The head shepherd looked and grinned, but said nothing. "Here!" said the boss to Tom, "this won't do. You'd better take a dog and go up and bring those sheep down." He called to a thin, black dog, "Chance!" and told Tom the dog would know what to do, and that he'd better hurry as it would take an hour or two to get up there. Tom could not help seeing a twinkle in the boss's eye, and noticed that all the men within hearing were grinning, but he could only obey, and thought they were amused at the idea of his having to go so far and so high up when he had never even seen a mountain before. Tom was on his mettle; he would show them, he said to himself, and he set off at a great pace with the dog, crossing a large field which they called a "paddock," and a stream which they called a "creek." Then he began the ascent of the spur, noticing that among the yellow tussocks grew thistles and clover and in one place a lot of horehound, and he recognized these English things with a thrill, for he was keenly interested in wild plants. He had no difficulty in climbing, for he was strong of wind and limb, and the wind was now abating. After an hour or so he reached the upper limit of the tussock and saw very unfamiliar and odd-looking plants; and now he got on to the loose bare shingle, which slipped away under his feet and made the climbing very arduous. As

soon as he was level with the white objects, he made across a wide basin towards them and waved the dog on. Chance ran off but the sheep did not move. At last he came up to them and understood the boss's grin. For these were big plants, very wonderful, Tom thought. He examined them with interest and forgot how he had been fooled. Strange, huge, greyish lumps they were, very like sheep, with a kind of matted woolly surface and hard and smooth as stone. "Some day," he thought, "I'll come up here and dig one out and send it home—the old dad will be delighted," for his father was a botanist. He hurried down to the homestead full of enthusiastic plans, and being good-natured and a bit of a joker himself, he did not mind a bit when all hands greeted him with roars of laughter. He got tea as quickly as possible, and made the acquaintance of another "cadet," Jim Williams, who had been out more than a year, but was of Tom's own age. It was nearly seven by now, and Tom went out into the yards to look about. He came up to a group of men smoking and gossiping with the head shepherd, who asked one of them "whether he had killed, as mutton would be wanted to-morrow." The man said "No; I thought there was enough." "Here," said the shepherd to Tom, "go and kill a sheep; there is killers in the paddock over there." Tom again thought he saw a grin go round, but said "Right, oh!" and went off. As soon as he was out of sight behind the wool shed he stopped a minute to think, for he had no idea at all how to catch or kill a sheep and was sure he was being "had" again. He made up his mind very quickly, returned to the buildings and soon found a pickaxe. With this he set off at a great pace towards the mountain, and as he went picked up a good sound sack. It was midsummer and the light lingered long, so that there was still plenty to work by when, sweating and puffing, he again approached the group of sham sheep. Choosing the one which seemed easiest to move and to carry he set to

work with the pick, and after twenty minutes' hard labor got it loose and stuffed it into his sack. He left the pick, and with very great difficulty and toil he partly dragged and partly carried the great plant right down to the foot of the spur as far as the creek. There he left it, as he was quite done up and knew he could never lug it up the steep bank to the paddock. Every man on the station seemed to be there waiting when he reached the yards, and all were grinning again, and the boss himself was there and his wife and three small children. All were out enjoying the comparative coolness and the stillness after the dreadful gale, but it was nearly dark. The boss's party stood a little apart from the others, and it was Jock Mackenzie, the head shepherd, who greeted Tom first with, "Well, have ye killed yer sheep?" "Oh, yes," said Tom, in the airiest and most casual manner he could command. "Where is it then?" asked Jock. "Left it down by the creek near the footbridge," replied Tom, and he strolled over to the boss. "Jock stared a moment, then said: 'Here! you, Bill and Joe, just bring it up here.'" Bill and Joe departed and Tom sat down on the grass, having been introduced to the boss's wife and family, and smoked his pipe and chatted easily with them. Bill and Joe shortly returned carrying Tom's

sack, and everybody assembled in front of the door of the cook-house whence issued a broad stream of light. Great was the astonishment and loud the laughter when Tom's "vegetable sheep" was dragged forth and laid in the midst of the expectant crowd. "Here, what is this?" shouted Jock. "Why," replied Tom coolly, "if it was good enough for me to hunt with a dog, I thought it would be good enough for you to eat." Jock's face fell and the boss said: "The laugh is against you this time, Jock," and the kindly Scot soon joined in the chorus. "Ye'll do, ye'll do!" he said to Tom, and now all hands dispersed to their early roost. "Well, Tom," said the boss, "you've begun well and wiped my eye properly. I've been here ten years, and I've been promising all the time to fetch down one of those things for a scientific friend in England and always put it off and put it off, and now you've done the trick on your first day." Tom explained that he intended to send it home to his father, so the boss said, "As soon as shearing's over, you and Jim and I will go up with a stretcher and bring down a bigger one, and I'll keep my promise after all."

Thus ended Tom Goodwin's first day as a "new chum" on Broadwood Station.

COMPETITION ESSAYS

"The Early Spring Birds"

The song-less winter is passing by and the beautiful spring is waking up. The snow is thawing, and the grass and trees are happy to wake from their long sleep. Every bird from the south flies north to raise their young ones. Every spare time I had I always was looking for some birds.

One pleasant morning I went out and saw about twenty or thirty crows sitting on a tall tree. They were all looking in every direction for if they would see any enemy, they would all

fly away. As I watched them I saw a few other birds coming from the same direction. They were the robins. As they flew over the crows, the crows were very hungry and they flew after the robins, angry as any bear would be when attacking the man.

As they departed from each other they were very hungry from their long trip from the south. The crows flew among the buildings and were looking for food which was mostly chicks and eggs. The chicks did not hatch at that time of the year. As they could not

find any chicks or eggs, they all flew into the bush to eat buds, willows and some of them ate grain on the field.

The robins were very scared and they did not dare to fly too near the buildings, because some bad boys might kill them. They flew into the bush and were flying among the trees to find some worms. There weren't many worms, because they hid themselves in the trees where no one could find them only Mr. Woodpecker.

As the crows and robins were seeking for food, a large flock of blackbirds were soaring in the air. As they got sight of the bush, they flew down and all perched on a tree. They all sang a beautiful spring song, as they were taught to sing. The blackbirds were not hungry, because they found their food farther south. As the crows, robins and blackbirds ate and sang, and after they were courting each other and after being paired they flew to find their nesting places.

—Peter Beehoon, Mink Creek, Man.

The Early Spring Birds

It is a mild day and spring is treading her way, leisurely onward regardless of Winter who looks angrily on the intruder. Spring has a pack upon her back and if you listen you may hear many sounds. Some are harsh, some sweet, and some plaintive. Many are just everyday creaky and pitchy voice or call, but anyway pleasant sounds as it means the long wanted Summer, and her pretty colored birds.

On one of these days I chanced to spy a big, black crow sunning himself on a fence post. He seemed to be quite contented and every once in a while he would let out an outrageous cry of caw, caw, caw! Even his big black self looked very nice now. It won't be long now until Mistress Crow joins her charming husband and they will be making plans for the future home.

Now again we hear a kee-ko-lee of the blackbird only he is a bit more handsome than his dusky brother. His coat is decorated with a lively dab of red under his armpits and wings. How

charming he looks as again and again he puffs out his chest as if ready to burst, and lets out his song of kee-ko-lee. What makes him linger around the marshes—why everyone should know he is waiting for a shy, sweet mate to come and share his home. One after another the birds choose their mate, and after a short honeymoon find a suitable place to start up their housekeeping in May.

Hark! Listen! What is that sound? Why it is saying eek-eek, it must be the Pine Grosbeak. He is in general coloring rosy red but on his back he is dusky. His wings are blackish with white bars. His bill is quite black. Mrs. Grosbeak is a very elegant creature, and walks with a dainty step as if she owns the world. She has on most parts greyish with white bars. The crown and rump are sometimes red. When the young ones are born they are in resemblance like their mother.

There! What is that pretty quavering note—it is our friend the Horned Lark. He is indeed a welcome friend and visitor. His very song seems to make a dull day seem bright, and gay. Ah! what a beautiful song he sings. He has patches of black here and there. On his head is two tufts of black feathers which look like horns. Thus it was he got the name of "horned lark." His back is black and the back of his neck, top of his head, and some wing coverts are pinkish brown. All except the middle tail feathers are black. The outer ones are edged with whitish. They build their nest in the ground where there is some hole, and the nest is of pieces of grass. They lay from three to four eggs which are gray marked with a light green. When flying, its little throat pours out little snatches of delightful music. He does not fly as high as his brother the sky lark who gets away up in the air, and sings as if his throat would burst. I think Mr. Lark knows he has something to be proud of when his name is Lark. What would the world do without these helpful friends of man?

—Lola Crowder, Durstan School.

Our Spring Birds

This year there has been quite a bit of snow, and it has been cold in February, so that we haven't seen very many birds, but surely spring is coming now.

Everybody is looking out for birds now, because we have a bird chart at school, and the person that sees a bird has their name put down, with the date.

One boy saw a Horn Lark around their barn, on February 20th. He had his name written down. One girl

thought that she had seen the Redpoll, but she wasn't sure, so everybody is looking out for a Redpoll. One boy brought in some pussy willows, and they were out on February 17th.

To-day, February 25th, it is thawing very much, and there are dark spots all over. Now we must surely be on the lookout for birds!

—Lydia Dyck,

New Haven School, Grade V.

Rural School Section

WRITTEN AND SPOKEN ENGLISH

It is doubtful whether any other subject has received so much attention by Educational Writers, as the teaching of good oral and written English. Unfortunately a very large amount of this attention has been of too general a nature to be of any practical school-room value, while some has been based on an unsound or undeveloped psychology, often misleading when applied. For these causes the grade teacher has been less benefitted than we might hope by the widely diffused movements of recent years to stress Good English, at all times and under all circumstances.

The pupil is obviously influenced more by the language or "lingo" of the playground than of the classroom. Any exceptions to this condition are usually tracable to home rather than to classroom influences. The slangy tendencies of the time show their effect in a poverty of language and the tendency to overwork a few often rather inadequate words, by harnessing them with the load properly pertaining to others. It is further to be noted that very few pupils of any class show themselves ready to give answers of a dozen words length without showing signs of mental effort of a rather emotional awakening type.

Various excuses have been offered for the too general failure of the school, in this most important matter, one of the most characteristic in recent years being to attribute it to the use of short answer tests. The hollowness of such subterfuge will be readily perceived by those familiar with the situation in our province, since many of those whose grades are weakest are not users of such technique; while there can be no question that of the best rural rooms so far as language usage goes, the greater number are those where short answer tests are employed to an ever increasing extent. The question is not the type of test employed so much as the type of answer demanded in the ordinary class lesson. Here indeed, it will often be found that the teacher who distrusts "short answer tests" frequently asks and expects no other in the response in the lesson period.

The first step and the longest and most important, then, is to cut away all that is stilted, formal, artificial, in class procedure; let all get into the game, and from the first expect the type of answer you would expect in out of school discussions. You can get sentence and paragraph answers for detail-

ing a game or plan in which the pupil is a willing partner. It would be all but hopeless to expect such results even in sport discussions, if you pedantically made him repeat in a sentence, an already adequate answer, given in word form. Spontaneity and adequacy of answer will ultimately solve the problem.

The Law of Satisfaction explains how that reaction associated with intense interest or pleasure, will stamp itself in, while that associated with boredom, dullness, resentment, or any unsatisfactory state will to that degree tend to obliteration. If therefore, the slang the colloquial, the incorrect forms be associated with games and festive or joyous occasions, while correct forms are associated with dull sessions, rebukes, complaining, the correct form has a very poor chance to compete with the wrong. The implication is obvious. The teacher cannot afford to compete on the low ground of merely incidental correction. She must go definitely to work to establish deliberately planned habits of language usage, of word choosing, of sentence planning of paragraph construction. These must be positive habits, for even where the primary purpose is to break up some prevailing bad habit, it can be done, not by warning and inhibition but by supplanting the bad form with a better.

This matter of teaching Composition must therefore be more than a few haphazard lessons, with a large number of more or less carefully scored compositions. On the one side it must be a certain thoroughgoing school habit of saying all you have to say; of saying it adequately, clearly at least, and forcefully or beautifully so far as possible. On this side let us again urge, only laws of habit formation can win through against the competition of an environment of sloth and slang. These laws—lest one should forget—are Frequency and Satisfaction, with their negative opposites for habit breaking. On the other side Composition is a subject to be studied in theory and applied in practice with at least the diligence devoted to Arithmetic. It is this systema-

tic aspect which most frequently "stumps" the rural teacher. The problem is large and far-reaching, but we will offer a suggestion or two:

(1) Let the Teacher watch herself for besetting language sins. Be very skeptical of any suggestion that you have none.

(2) Let her look out carefully for common class errors, noting them down as they occur.

(3) Let her note any general lapses common in the larger social life of the pupils.

These will suggest the subject matter for systematic instruction. As a general rule it is better to present the correct form before the wrong. It is generally a bad technique to give bad forms for correction; though when shown as a wrong form it probably does far less harm than many teachers are accustomed to believing. It is usually better to present the two forms together, asking the student to indicate the correct form. But this should be done only after the student has already been introduced to this form; and where it is arranged that such exercise shall have very prompt revision and appropriate drill.

In conclusion, the most effective way of improving school English is to build up attitudes, traditions, and appreciations favorable to good English. It is quite possible for a student to have a Jekel and Hyde duality of practice in English; but as in the Stevenson story, the villain is almost certain at last to destroy the worthy. Constant but not too ostentatious recognition of good and discouragement of bad forms, is of highest value. Above all the teacher should be above reproach. The teacher who talks and preaches good English in school; but disseminates slang on the playground; or is inaccurate and sloppy in her English in the community, is a public nuisance; and a heavy liability to the profession. If you are such a teacher, then begin by applying these suggestions for remedial measures, first severely to yourself, then to your pupils.

HOW SOME RURAL SCHOOLS FALL DOWN

Examination of conditions based on reports of 100 Rural Schools, show the following defects in from 44% to 86% of the cases. We would commend a heart-searching study of these items by rural and other Manitoba teachers:

No janitor hired. Pupils sweep at noon or recess.

Cross lights from windows on opposite sides of room.

Heated by box-stove, with no screen to protect pupils from direct heat.

No provision, except windows, for ventilation.

No seats small enough for beginners; feet cannot touch the floor.

Seats too small for seniors.

No washing facilities.

Common towel for all school.

Common drinking cup for all. Open water pail.

No playground equipment.

No physical training.

Teachers disregard the regulation requiring their presence on playground.

No instruction given in Nature Study.

No music taught.

Over 80 minutes daily average for each class in Arithmetic work.

No attempt to train pupils in Silent Reading. Some teachers do not know how.

Keeping in at recess, the most general punishment for nearly every school offence, or omission.

Disregard of regulations as to time and manner of marking register.

No attempt to make definite Educational use of library.

Little attempt to direct profitably the time pupils spend at seats.

Time table non-existent or not followed. No systematic planning of work in advance.

No attempt to diagnose individual difficulties in Reading or Arithmetic but situation met merely by piling on larger assignments.

Teacher without any teaching method in History or Geography, but verbally following the text book.

No attempt made to teach the pupils to study text-books.

No attempt to show pupils best way of learning spelling.

Either no supervision of writing, or whole school supervised at one time.

Teacher often attempts to teach two classes at one time; Dictating spellings while oral reading is going on; or helping one pupil at seat while another is speaking or reading in class.

Teacher permits interruptions from pupils at seats, while another class is in session.

Oral Reading dreary and mechanical. No method. All must read a certain portion; expression and meaning not considered; merely to get lesson worried through.

No training of the observation; no experimental work in Grade 8 Science.

No attempt to give motivation or comprehension by relating the teaching to out of school experiences or interests.

Logical

Little Mary had never seen her Aunt Anna, and was much delighted when a visit was promised by the aunt. When the day arrived that the aunt was due a telegram was delivered at Mary's home which read:

"Missed train. Will start at same time tomorrow."

Mary stood quietly by while her mother read the telegram aloud, then burst into tears.

"Why, darling," cried the mother anxiously, "what in the world is the matter?"

"O Mother," replied the child between her sobs, "I will never see my Auntie Anna, after all!"

"Never see her!" exclaimed the mother in surprise. "What makes you think that, dear?"

"Why, Mother," explained the child, "she says she will start the same time to-morrow, and if she does she will lose her train again, won't she?"

Health Department

THE SCHOOL PLANT AND PUBLIC HEALTH

We hear and read a great deal these days on the preservation and value of health. Never in the history of our country has this matter been brought to the front as it is to-day. Health topics are discussed in many of our periodicals, over the radio, on the public platform and in our schools. We all realize that health is something we all desire, that health is a great asset in itself; but alas, how few of us actually appreciate it until it has departed. It is not my purpose, in this brief article, to dwell on the values of health, but rather to mention a few of the conditions in our public schools, and particularly our rural schools, which should be conducive to good health.

Many of our pupils, especially in the rural districts, have a long way to walk to school. Many are cold when they reach the building. How essential it is that the class room be warm and comfortable during the first part of the day. Trustees should see that the fires are lighted sufficiently early in order that the temperature of the class room may be 68F. or as near as possible to that when school is called. The floors of these buildings are very often cold, and we are hardly justified in asking girls and boys to take their seats unless the room is comfortably warm. Even if it cost a few cents more a day to have the fires on early, it would be a good investment. Children do their best work the first part of the day, and hence not only from a hygienic, but also from an educational viewpoint, how necessary it is that we have comfortable class rooms in which to study and teach. The tone and spirit are sometimes affected by the temperature of the class room. It is our duty as Trustees to see that the class rooms are comfortable in order to prevent loss of time both in teaching and study, and that the health of the pupils may be unimpaired by the contraction of what we call "colds" or

something worse. A supply of water in the furnace or on the stove helps to keep the air moist. This is very beneficial to the lungs and the whole respiratory tract. Many of us who have been in class rooms can testify to the unpleasant feeling caused by excessive dry air.

Ventilation, which is very closely connected with temperature, needs to be carefully watched. Fresh air is imperative to good health. The large majority of our schools are ventilated by means of the windows. It is well to have some of the windows fixed to come down from the top. Six inch boards placed in position on the window-sills of a couple of windows will permit the windows to be raised a few inches without causing a direct draught on the pupils. It is very beneficial to thoroughly flush out the class rooms with fresh air as conditions require. The transom window to the right of the pupils in our newer buildings are a great assistance in the ventilation of our class rooms. A little closer attention to the ventilation of many of our schools would be in order.

Authorities on the amount of light needed claim that the glass surface of the windows should be at least one-sixth of the floor area of the class room. The light should come from the left, and a considerable distance back from the front black board. Cream colored window shades are preferable to green ones. The upper portion of the window is the most important—because it is this part of the window which largely provides the light for the half of the class room farthest away from the windows. How often do we find the upper quarter or even half of the windows covered with shades! The colors used in decorating the walls and ceiling should be such which will reflect rather than absorb the light. Dark walls always tend to make a dark, dingy class room. The

lighting of the class room cannot be too closely watched, because injury to the eyesight is a very serious matter.

The desks, usually in three rows, should be in as many sizes. A row of No. 5, a row of No. 3, and a row of No. 2 makes a fairly good arrangement. Adjustable desks are the best, provided they are properly adjusted from time to time. A small desk should never be placed in front of a large one. This causes pupils sitting in the larger seat to stoop, and eventually to become round shouldered. A child when sitting in position should be able to place both feet firmly on the floor. The edge of the desk should overlap the edge of the seat from one inch to one and a half inches. The plan of placing the desks on slats—in sections—is a good one. Loose desks generally present an untidy appearance. They are continually being moved, causing some to be too close together, and some too far apart. A child sits at his desk for several hours a day, and there is no reason why the seat and desk should not be both hygienic and comfortable.

To insure good health, children need an adequate supply of good drinking water. The providing of such in several districts is a difficult matter. A fountain or cooler with individual cups should be provided as far as possible in every school.

Where such can be provided the hot lunch will be found very beneficial. Even a hot drink of cocoa helps a great deal.

Dust should be avoided in the class room. This may be largely overcome by oiling the floor, using dustbane, proper cleaning of the blackboard erasers, sweeping the floor and dusting the furniture at the proper time, and scrubbing the floor occasionally.

The condition of the toilets have a bearing on the health of the children. Inside ones, especially for the winter months, are of course desirable. Where outside ones are used—and this is in the large majority of schools—care should be taken to see that they are clean and comfortable. The two toilets should be far apart, doors screened and latches in good working order. The condition of the closets present a matter for Trustees to inspect periodically.

Before closing I wish to say a word or two in favour of Trustees seeing that a certain amount of equipment is provided for playground activities. A very small outlay from year to year will be sufficient. It is very beneficial to their health, for children to enter into the playground games with zeal and enthusiasm, and at the same time it helps a great deal in their intellectual and social development.

—J.S.P.

Book Reviews

“Handbook in Composition” by C. D. Bouck—volume 2.

Though the preface to this book is disappointing because pedagogically unsound, the exercises in the book itself would be very helpful to teachers. It would be difficult to get a book in which there would be more helpful material.

Dent and Co. Publishers.

Dent and Company have published six little booklets known as “Canadian Industrial Studies for Juniors.” They are written down to children’s level and perhaps this is their only weakness. Most children would take delight in using them for supplementary reading.

Dent and Company print a little book “Number Work for Beginners.” The underlying idea is training through

occupation. We feel that the book is fine for reference by teachers, but could not be used in ordinary schools because the cost would make it prohibitive. Possibly there is too much doing for the amount of number work.

Illustrated Action Words—Isobel Nixon.

These are very fine particularly for teaching non-English pupils. I fear they cost too much for rural schools as we have them today.

News from the Field

PHYSICAL TRAINING DISPLAY

Mr. Jarman and the city teachers are to be congratulated upon the success of the physical training display. It is of course impossible to show all that is being done in schools to improve the health of the people. Health instruction, medical inspection, correction of individual weaknesses, care of buildings, supervision of sports—all these must be taken for granted. At an exhibition only one feature can be put to the front. It is naturally the most attractive thing, but let no one imagine that it represents all that the schools are doing.

There were a few things particularly worth noting at the display this year. Though the three features—games, folk-dances, formal physical exercises—were illustrated as formerly, a great many of the exercises were new. This but indicates that the field of choice is very wide. On the whole the movements were more free and natural than at the first display. The children of the primary grades were adorable (we borrow the word from the lady who sat above). The junior boys went through their exercises with vigor and precision, the

High School boys are deserving of every credit, for their show was quite remarkable, but best of all were the exercises of the girls' classes. For years the military conception of drill dominated the schools and the effect is still apparent in the Stratheona Trust exercises. They are often for boys rather than for girls. It was a pleasure to note the movements of the girls from Grade VI. to Grade XII. There was in these exercises nothing but good. Best of all perhaps was it to see the lady teachers going through the folk-dances. These were not easy dances either, especially that of the Pine Mountain Settlement School. Still there was a great advantage in introducing two new dances. In all school work there is a danger of limiting effort to a narrow field of "stunts." In these particular exercises all nations have something to contribute and that was fully recognized.

On the whole a very fine display, both as to numbers and character of the exercises. Next year individual classes might be shown just as they come.

The Irony Of It All

Have you noticed that there is a kind of irony in the night when you suddenly meet it after coming out of a music-hall? The dark blue spaces, the distant stars, and the silence above gently mock you.

But if you have been listening to a Beethoven symphony or have been visiting an old friend, there is none of this irony. The night seems to be on your side. That is something odder than all the comic hats and false noses that the comedians wear.—J. B. Priestly in the Sunday Dispatch.

Selected Articles

FROM AN OLD-TIME PAPER

Before any School Journal was published in Manitoba, a column was printed every week in the "Sun" newspaper. Here is what was contained in one issue. Have we learned much since then?

Inspection

The inspector visits a school to get an accurate knowledge of its organization, discipline and teaching. Under the head of organization he examines into the condition of the school room as regards light, heat, ventilation, cleanliness, arrangement of seats and classes, and healthfulness of surroundings. If he finds windows closed and nailed fast, stove in the warmest part of the room or very near the pupils, pupils close to broken windows, room too hot or too cold and no thermometer to test this; if he find walls and furniture marked and defaced, floor unswept, desks dusty and books disorderly, he will have no difficulty in rating the teacher's power of organization. Reader, how is your school, judged by this standard?

Another feature of organization is classification. Under this he will enquire whether the time-table is posted up in a conspicuous place, whether each recitation occurs at the most appropriate hour of the day, whether each class is given sufficient time for preparation before being called on to recite, whether each branch receives its share of time and attention, and whether all branches named on the limit table are studied and why any are omitted. He will further enquire whether each pupil is assigned to the class where he can do the best work, whether two classes can be combined; in other words, whether the classification is made for the benefit of the child or the convenience of the teacher. He will not ask the teacher whether these things are so; he will test for himself. Teacher, how would your school stand this test?

Under head of discipline he will observe the machinery of the school—how the pupils sit, stand, walk; how the slate work, blackboard work, etc., is done. He will further observe the teacher's modes of reproof, the children's attitude towards their teacher, whether there seems to be more attention to order than to study, whether there is a clear distinction between the noise of industry and the noise of indolence. He will especially notice whether the pupils have been trained to think, whether they show power to grasp new work, and skill in performing operations, the principles of which they have mastered. Again, teacher. How would your school stand the test?

Under teaching he will observe whether your scholarship is accurate; of course, you don't need an open book in your hand while teaching; whether your methods are sound—you will have no difficulty in demonstrating this from your acquaintance with mental laws; whether you discriminate between varying temperaments and capabilities of your pupils adapting your teaching to each; whether you teach your pupils how to study as well as to recite, and whether, along with this power there goes the desire to study through interest in the subject rather than compulsion by the teacher. Ask your inspector, the next time he visits you, how you stand these tests; but before he arrives practice a little self-examination.

Primary Arithmetic—(Continued)

When the pupils have mastered the first 20 numbers, a change must be made in the method of procedure. It is evident that a consideration of a number such as 23 will assist the pupil in learning much about 33, 43, 53, etc. The similarity in sound will assist in the work of addition and subtraction.

It will not help in multiplication and division. It will therefore be found best to proceed somewhat as follows:

1. Giving clear idea of tens—twenty, thirty, forty, etc.

2. Adding and subtracting between the tens, e.g., $23+4$, $27-3$, $87-5$, $62+7$.

3. Adding and subtracting from one ten to next ten, e.g., $23+9$, $64-7$, $92-4$, $39+9$.

4. Multiplying and dividing, the numbers being considered in order of magnitude. This work can be done simultaneously with 1 and 2, so that by the time a child is familiar with the additions and subtraction of numbers to 100 he will also be familiar with their factors.

In conducting the work set forth in 1 and 2, the teacher should above all be systematic. Each lesson should have for its object something definite, e.g., it may be to make the children familiar with the combination 9 and 4. In this case the majority of the questions asked will be on this combination, thus $9+4$, $39+4$, $43-4$, $53-49$. What do 9 and 4, when added, always produce, etc.

In familiarizing children with factors of numbers from 20 to 100, it shall not be forgotten that some of the numbers are more important than others—e.g., 50, 75, 64; special attention should be given to these. And not only so, but some of the factors are more important than others—e.g., it is more useful to know that $8 \times 6 = 48$ than that $3 \times 16 = 48$. In general it may be stated that it is more important to know the ordinary multiplication table well than anything else. The pupils should always make out this table for themselves, and then by repetition become thoroughly familiar with it. The teacher will see the advisability of the child writing out this as a table of twos, threes, fours, etc., rather than as a table of two times, three times, four times, etc. If a child forgets the combination seven fours, but remembers six fours, he has but a step in addition to perform to obtain

the desired result. If he were to forget seven times four, then the combination seven times three would help him but little.

By the time pupils have reached 100 they will have become familiar with most of the terms of the reduction table, and if daily practice has been given in the solution of one and two step questions involving these terms, there remains but little to be taught in reduction and the compound rules. As a sample of what might be given at this stage the following outline of questions dealing with the relations of inches and feet is presented: In 24 inches how many feet? In 27 inches? In 86 inches? In 2 feet how many inches? In 3 feet? In 3 feet 4 inches? Add 27 inches and $3\frac{1}{2}$ feet. From 27 inches take 1 foot 4 inches. How many feet in 4 times 17 inches? How many inches in $\frac{1}{3}$ of 12 feet? How many books 2 inches long, laid end to end, will reach $3\frac{1}{4}$ feet?

These questions should be graded according to difficulty. The term yards may then be added, and a series of questions given on inches, feet and yards.

Composition Exercise

The following outlines for composition by little children have been handed in. Nothing gives more pleasure to little ones than exercising the imagination. We shall be glad to publish any of the compositions that are written on these topics:

I. Two Boys or Girls Coming to School

Tell their names. Where they came from. What they are doing. What they are saying.

II. The Story of a River

Where it began. Where it is going. What it saw on the journey down the mountain and over the plain. What was floating on its surface. What was moving in the water. What was on the banks.

III. A Grain of Wheat

When it was sown. How it was sown. How it grew. How it was harvested.

How it was threshed. How it was turned into flour. How the flour has changed to bread.

IV. The Game of Cross-Tag

How many play it. How it is begun. How it is continued. How it is ended.

V. A Trip to Town

The promise. The preparation. The drive to town. What was seen and heard in town. What was done in town. The return home. What was said on arrival at home.

A SECRET MAN OF CHINA

This is a true story, and I am sure in the face of all the interest we all have in China now, you will be particularly glad to read of this young Chinese who received much of his education in the University of Toronto.

It was dawn in the narrow dark cell of a Chinese prison, and fourteen men awaited the day and the coming of the executioner's sword. They had never met before, these young men, until the cell doors closed on them, but in the long weary hours they talked, and it so happened that the one who had been prisoner longest found himself next to the one who had only recently been thrust into this horrible place. They were both university men, and Hy Cheng, who had graduated in Toronto, had so much to tell Kuen King Wang, of the wonders of Canada, that Wang vowed, should he ever make his escape, he would finish his studies in Toronto. These young men, who all belonged to the Nationalist party, and had been imprisoned by the Communists, had appealed to their friends to rescue them. The night passed, the dawn came, and with it the terrible procession of death set out and for the last time these young men saw the sun rise, heard the birds chirping, but another sound came to them, a sound of cheering and fighting, and in a few moments the Nationalist men had overcome the Communists, and the prisoners were rescued. Then for three years Wang served in the Chinese army through troublous times. For some months he was private secretary to General Chiang Kai-

shek, and finally when there came a lull in the fighting Wang was asked what reward he would have for his services, and he promptly replied: "To finish my education at the Toronto University." And so it came about that one of China's leading young men went to Toronto as a diplomatic attache, as editor of the Shing Wah Daily News, and as a student.

Before leaving China Wang married a charming Chinese girl, Pin Lu Ming, a poet and a writer and speaker of note among Chinese women. How that clever young man and his wife worked! Every day he wrote a 2,000-word article for the paper in Chinese, he studied, lectured, held weekly classes in the Mandarin language for his fellow countrymen, studied English and French himself, took his M.A. at the University and wrote an 80,000 word thesis (in English) on the Five Power Government of Sun Yat Sen. All in one short year. Wang was a great admirer of Canada, and he was studying her form of government carefully. He always foresaw the trouble they had to face in China, and he knew that some day Japan would show her intentions plainly. Last September his call came. He laid aside his pen and his books, sadly and hurriedly he bade good-bye to his friends, and left for China. Two months later his wife and baby followed him, and the great secretive country of his birth swallowed him up. No one in Canada knows where he is—Wang, "China's most secret man," is serving his country.

SCHOOL EXPENDITURES

Professor Morrison is recognized as a leading authority on Education. Recently he expressed himself with regard to costs of Education and Educational Expansion. The words are suggestive for us at the present time:

"A school system is overexpanded not only when its enterprises or program of study, or both, have become broader in scope than the tax base will warrant, but also when undertakings are present which are not required by the purpose of the school as a civil and social institution," says Professor Morrison.

Citing the playground as an instance of an instructional feature corrupted into public entertainment, Professor Morrison says, "With elaborate playing fields and costly stadiums, the playground is no longer a laboratory of physical education, but it becomes essentially a park for public entertainment. Public entertainment is no part of the business school system. It is the business of the department of public parks. If there is no park, and the community insists on being entertained in that way, it should provide a park."

Regular medical inspection of school children is a public health measure and its costs belongs to the public health budget, and not the school budget, Professor Morrison believes.

"Penny lunches and other nutritional undertakings, dental clinics and free dispensary service are humanitarian and eminently desirable undertakings—but not out of the school budget," says Professor Morrison.

When the school establishes day nurseries it is assuming the burdens of parenthood, in the opinion of Professor Morrison, and the cost of pre-schooling is a family burden and in no sense a legitimate item in the school budget.

On the other hand, Professor Morrison believes that the care of juvenile

delinquents is an instructional and not a penal undertaking. "Juvenile delinquency," he says, "must be looked upon as a failure in the process of education, no different in principle from failure to learn to read. The financing of parental schools is therefore in principle a school responsibility, but the detention home belongs on the budget of the department of charities and corrections."

It is because of this confusion as to the purposes of the school, and because the average schoolman knows less about cost accounting than the average business man—whether "big business" man or proprietor of the village garage—that overexpansion in curricula, entailing overexpansion in buildings and personnel, results, according to Professor Morrison.

"American schools, as compared with other American enterprises, are ridiculously understaffed in competent managerial and administrative service," Professor Morrison says. "While there has been a great deal of improvement in this respect in the modern period, it is still true that perhaps the most important officer in our whole public service, excepting only the great officers of State, namely, the superintendent of schools, is in most cases utterly without adequate training, even when he is something more than a mere political hanger-on. The function for which he is responsible requires a training equal to that given in our best law, medical, and engineering schools. In addition, the schools require executive capacity at least equal to that of the best business executives in the community in which the superintendent serves. We do not often get such men, primarily because we cannot afford to pay for them. We cannot afford to pay for them because of the fact that we do not manage our school money well, either on the revenue side or on the expenditures side."

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FROM A FINE PAPER

The following quotations are from the "Christian Science Monitor," the most informing paper that reaches this office:

Value of an Education

A recent canvass in a Chicago area of 51 industries showed that out of 190 positions open in these industries, 65 called for a high school education or a college education, 34 called for at least two years of high school, and 49 called for completion of the eighth grade. Only 42 were found open to persons of less than a complete elementary school training. Even where superior training was not required, preference was given to those who had such training.

Modern civilization calls for a higher type of intelligence on the part of every individual than was ever demanded before.

Chain Must Be Broken

In our efforts to build a new world for the child of to-morrow we are handicapped by a depression in economics, a depression in politics, a depression in morals. We have deflated the superman along with our deflations in these other fields. There is no man on horseback telling us what to do. We are still the victims of our indiscretions, our outworn traditions and disloyalties. The chain must be broken. New confidence must be created, new leadership sought, and more intelligent followership exhibited.

That is the kind of world we should like to build for the child of to-morrow. The world into which he is born will be a world of realism; it should not be a world of provincialism of hopeless serfdom, of wasted time and of moral dereliction. To leave him such a world would mean the betrayal of a sacred

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* * *

Social Emphasis

Education should deal with materials which affect the lives and conduct of students, Dr. Monroe holds. Its chief emphasis should not be upon book learning and academic achievements.

This concept of education, as a force that should mold and enrich experience, links itself naturally with a practical program to bring about good will among nations. The keynote of this program must be to change the fundamental misconceptions which create antagonisms and differences and to strengthen the influences on which people may unite, Dr. Monroe believes.

"We must cultivate a rationalized nationalism in place of emotionalized patriotism," he said. "Most patriotic education stimulates the emotional response of children; it appeals to pride, hatred or a belief of superiority; it em-

phasizes war-like activities and the emotional appeal of the flag. This must be corrected by giving children an appreciation of the divergent cultures of other peoples.

"I do not believe that international peace will be brought about by obliterating cultural lines, but by removing the antagonisms that exist between people of different cultures. We should promote the interests of our own culture not through eliminating or minimizing that of other people, but by a mutual exchange of those cultural products, music, art, literature, invention, science, which contribute to the progress of all nations."

* * *

Haydn's Farewell Symphony

There is a funny story connected with the Farewell Symphony (more often called The Surprise Symphony), written in 1772. It seems that the Prince stayed longer at his castle of Esterhazy than was agreeable to his musicians,

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who desired to see their families in Vienna. They appealed to Haydn to intercede in their behalf. The choir-master sympathized with them, but was in a quandary about presenting their petitions to Prince Esterhazy, who had declared he would remain at his castle two months longer. So Haydn planned the finale of this symphony as a gentle hint to the Prince. In the midst of an important part, one instrument ceased, the musician noiselessly folded up his music, put out his candle and went away. Soon a second finished and went off also; a third and fourth followed, extinguishing their lights, and taking their instruments away. The orchestra grew smaller, naturally, and more indistinct.

The Prince and his friends sat in silent wonder. Finally, when all but one player had departed, Haydn took his candle and silently withdrew. Only the first violinist remained. Haydn had purposely selected him, as his playing was very pleasing to the Prince, who would feel obliged to wait until the conclusion. The end came at last. The solitary light was extinguished, and the last player disappeared, whereupon the Prince rose and said: "If all go, we may as well go." He followed the musicians to the anteroom and greeted them with these words: "Haydn, the gentlemen have my consent to go to Vienna tomorrow."—From "Pictured Lives of Great Musicians," by Alethea B. and Rebekah Crawford.

In future wars personal heroism will have no place. It is in combat with nature that men will find their sphere of usefulness.—Gustav Stresemann.

Any book is a good book if you get any good out of it.—Mr. St. John Adecock.

Something happens to people when they become rich; and what happens generally is that they worry on a large scale instead of on a small one.—K. Chesterton.

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